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ABSTRACT

Part of the Eleventh Annual Report to the Ontario Ministry of Education, this report describes the grade and program location of students who entered kindergarten in Ottawa and Carleton, Ontario in 1974, known as the K-74 cohort. The first section of the report deals with the K-74 cohort; later sections deal with students who joined either early or late immersion at the expected level of the K-74 cohort. Some of the factors examined by the study are the following: (1) patterns of transfer into and out of the immersion programs and proportions reaching the expected grade level at various points; (2) comparisons of grade level of students who had left the early immersion program with students from the K-74 cohort in the English-language program; and (3) analysis of the progress of three late-immersion groups who had entered a high school with a program emphasizing French instruction. The report contains a number of diagrams that illustrate the varied pathways of several groups of students, and tables and graphs that present the longitudinal data on students in various programs for each year from 1974-1983. (MSE)

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EVALUATION OF THE SECOND LANGUAGE LEARNING (FRENCH) PROGRAMS IN THE SCHOOLS OF THE OTTAWA AND CARLETON BOARDS OF EDUCATION, VOLUME II

Tracing the K-74 Cohort: Location in 1983 of Students
Who Entered Kindergarten in 1974

FRANCES MORRISON, Principal Investigator
CATHERINE PAWLEY

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the Ministry of Education, Ontario.

It reflects the views of the author and
not necessarily those of the Ministry.

The Honourable Sean Conway, Minister

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ABSTRACT

One part of the ongoing research on second language learning in the Ottawa-Carleton area has continued to include the tracing of groups of students who have entered immersion programs, to identify their location and grade level in each successive year. This report is one of three parts of the Eleventh Annual Report to the Ministry of Education.

The first section of this report describes the grade and program location of students who entered kindergarten in 1974. Later sections deal with students who joined either early or late immersion at the expected level of this group, known as the K-74 cohort. In the fall of 1983 the majority of this group had entered high school.

About two-thirds of both immersion and English groups remained within the Ottawa or Carleton Boards and about half the original immersion group who were still in the area had continued in a program emphasizing French instruction. A higher proportion of the original immersion group than of the English group was at the Grade 9 level and a smaller percentage was below that level.

The destinations of students who had left the early immersion program were also examined in detail. The proportion of this transfer group which was below the expected grade level in October 1983 was lower than that for the English group of the K-74 cohort.

Diagrams were prepared to illustrate the varied pathways of several groups of students, including subgroups of the initial immersion group who were in a bilingual program at the expected level in October 1983 and those who were in other French programs. Tables and graphs are used to present longitudinal data on the number of students in various programs for each year from 1974 to 1983.

A sizeable group of students not originally in the K-74 cohort joined the early immersion stream at the same grade level as the majority of the cohort. By the beginning of high school 170 of these students were still in the system and about two-thirds of them were in a program emphasizing French instruction.

Students in the Ottawa Board who were in the K-74 cohort had the option of entering late-entry immersion at the Grade 6 level. By the fall of 1983 about two-thirds of the late-entry immersion students in this cohort who had remained in the area were at the Grade 9 level in a program emphasizing French instruction.

Between 1979 and 1983 about 70 per cent of the three late-entry immersion groups whose progress was examined entered a high school program emphasizing French. In these years the proportion of early immersion students who chose such a Grade 9 program was significantly higher than that for the late-entry group.

The grade progress and the program placement of the K-74 cohort and the K-71 group have been compared in a number of ways. Some differences found may have been related to the fact that the earlier group was the first large group in the system to enter immersion at the kindergarten level, while others reflect changes in the availability of different types of programs. The data obtained has provided relevant information for administrators of these and similar programs. It has also been essential in the identification of groups for proficiency testing, both for examining growth of French language skills and for the comparison of groups following different programs.

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INTRODUCTION

During the past thirteen years a distinctive aspect of the studies carried out by the Research Centre of the Ottawa Board of Education concerning French immersion programs has been the tracing of students throughout their school careers. This process has helped to determine what proportions of those entering the program continue to the end of the program, as well as to obtain information about student progress and the choices made by students at various decision points. The tracing procedures have also made it possible to gather information about the reasons students have for changing programs, which, in turn, could be useful in planning programs to fit pupil needs.

The information obtained from tracing is also used to identify student groups for testing purposes. The identification of students who have experienced the total program permits a more reliable assessment of its effects. The collection of such data concurrently rather than retrospectively is not only easier but also increases its reliability.

Two groups of students have been traced since entering kindergarten. The first group, known as the K-71 cohort, included all early immersion students at the 17 schools (15 in Ottawa and 2 in Carleton) which offered that program in 1971-72, as well as English-program students at 15 of these schools which also offered the English program.

The K-74 cohort consisted of all students entering kindergarten in an Ottawa Board school in the fall of 1974. At this time nine schools in Ottawa offered French immersion and all 55 offered the English program. It was felt at that time that tracing a later cohort would be useful in eliminating those effects due to the novelty and experimental nature of immersion in 1971 but, since the numbers enrolled in kindergarten immersion classes had increased considerably, it was decided that it would be too great an undertaking to include both the Ottawa and the Carleton schools in the tracing of the K-74 students. Since then, however, such tracing has been accomplished retroactively as well as possible, but it has not been feasible to include the results of the Carleton tracing in this report.

As students in the K-74 cohort have progressed through the school system an increasing variety of programs has become available for them. Special education classes and various forms of enrichment existed at both elementary and secondary schools. It was also possible to enter

a 'late' immersion program at the Grade 6 level in Ottawa or starting at Grade 7 for those who had moved to the jurisdiction of the Carleton Board.

At the high school level students in Ottawa could attend one of the three schools offering a 'bilingual' program and take up to four courses (or half the course load) in French each year. This program has been available since 1972 for graduates of both early- and late-entry immersion, as well as for students who have taken a core French program up to the end of Grade 8 or come from outside the Ottawa Board. One other Ottawa high school offers a Grade 9 'special' French course intended for graduates of immersion; students at this school may also take one other subject in French at each level. Students who have moved to the Carleton Board have also been able to take a bilingual program in some high schools in that board.

The progress of the two Ottawa cohorts has been described in Annual Reports and Working Papers related to successive contracts with the Ministry of Education. The Seventh Annual Report described the 1979 status of both the K-71 and K-74 cohorts and presented comparisons between the two groups. The K-71 cohort was examined and reported on in detail in the Eighth Annual Report (Morrison *et al.*, 1981; Bonyun, 1981) when the majority of these students had reached high school. The present report will deal largely with the K-74 cohort at the same stage, and some comparisons will be made with the K-71 cohort.

Two categories are used in the tables presented in this report to describe the two basic types of high school French programs. Students in any of the special French programs described above are classified as being in a program emphasizing French. High school students in Ottawa and Carleton who were not in any of these programs were designated as being in the regular English program. It is not known at present whether the program of these students included French at a general, advanced or enriched level, or no French at all.

The first group of tables presented in this report will focus on the grade and program location in October 1983 for the initial groups of immersion and English-program students in the K-74 cohort. Subsequent tables will give additional data concerning the pathways students have followed to reach their October 1983 destination. Later sections deal with students who have joined either the early- or late-entry immersion streams at the expected level of the K-74 cohort.

Grade and Program Location

Table 1 shows the grade and program location as of October 1983 for students from the two groups of the K-74 cohort. Corresponding figures for the K-71 cohort are also shown for comparison. It will be seen that 320 students from the original K-74 immersion group and 986 from the English group of the same year remained in the system. The proportions of the two groups leaving the system are very similar (33 and 36 per cent). Departure rates for these groups are not significantly different from those for the K-71 groups at the same stage, although the students included in the regular English program group of the earlier cohort consisted only of those in the schools with immersion classes, rather than all of those in the Ottawa schools, as was the case for the K-74 cohort.

The group of students formerly in early immersion who were in a high school program emphasizing French included a total of 16 students who had transferred to an English program or to late-entry immersion some time during elementary school. Ten students from the K-71 cohort had also done this.

The group of students from the K-74 cohort who had remained in an English program included 23 in vocational schools at the Grade 9 and 10 level. None of the former immersion students had transferred into this program, and no information was available about the corresponding group in the K-71 cohort.

TABLE 1

GRADE AND PROGRAM OF THE K-74 COHORT IN OCTOBER 1983
AND OF K-71 COHORT IN OCTOBER 1980

Program emphasis	Grade	Number of students from original group			
		K-71 cohort		K-74 cohort	
		Immersion	English	Immersion	English
<u>French instruction</u>					
Early-entry immersion	7	1	0	0	0
	8	9	0	2	0
Late-entry immersion	8	2	0	1	1
High school bilingual program	9	124	10	122	53
	10	7	5	14	1
	11	1	0	0	0
High school special Fr.	9	27	0	26	4
	10	0	0	1	0
Francophone high school	9	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>
Total in French programs		171	15	167	59
<u>English instruction</u>					
Regular English program	6	0	0	0	1
	7	1	11	2	18
	8	29	45	20	170
	9	73	139	115	605
	10	3	19	14	53
Level unknown		0	0	0	15
Special education (including secondary level)		<u>2</u>	<u>7</u>	<u>2</u>	<u>65</u>
Total in English programs		108	221	153	927
Total still in system		279 (62%)	236 (59%)	320 (67%)	986 (64%)
Departures from system		169 (38%)	163 (41%)	160 (33%)	546 (36%)
Total originally in cohort		448	399	480	1532

In Table 2 the same data are used to focus on the program location of the K-71 and K-74 cohort students still in the system. It may be seen that 52 per cent of the original K-74 immersion group remaining in local schools were found in a program emphasizing French instruction in October 1983, most of them in an immersion or bilingual program.

TABLE 2
PROGRAM LOCATION OF K-74 AND K-71 COHORT STUDENTS
STILL IN OTTAWA OR CARLETON SCHOOLS,
OCTOBER 1983 AND OCTOBER 1980

Program emphasis	Number of students from original group			
	K-71 cohort		K-74 cohort	
	Immersion	English	Immersion	English
<u>French instruction</u>				
Early-entry immersion	10	0	2	0
Late-entry immersion	2	0	1	1
High school bilingual program	132	15	136	54
High school special French	27	0	27	4
Francophone high school	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>
Total in French programs	171 (61%)	15 (6%)	167 (52%)	59 (6%)
<u>English instruction</u>				
Regular English program	106	214	151	862
Special education	<u>2</u>	<u>7</u>	<u>2</u>	<u>65</u>
Total in English programs	108 (39%)	221 (94%)	153 (48%)	927 (94%)
Total still in system	279	236	320	986

The proportion of the original K-74 immersion group located in a program emphasizing French instruction at the beginning of their tenth year in school was significantly less than the proportion for the K-71 cohort ($p @ 0.05$). In both cohorts, six per cent of the English-program students entered a program emphasizing French instruction later in their school career.

Table 3 shows the grade levels of the students who were originally in the English program and of those who were in early-entry immersion for both the K-71 and the K-74 cohorts. The English group of the K-74 cohort included 20 Grade 9 students and three Grade 10 students in a vocational high school program who may previously have been below expected grade level or in special education. The two K-74 cohort groups differ significantly with respect to grade level ($p @ 0.001$). There is a smaller proportion of the immersion group below the expected grade level and a somewhat larger proportion above it. The two K-71 cohort groups also differed significantly ($p @ 0.001$), with fewer than expected of the immersion group both above and below the expected level.

The grade level distributions for the immersion groups of the two cohorts were also found to differ significantly ($p @ 0.01$) in that a smaller proportion of the K-74 cohort was below the expected level. Moreover, the distributions of the English program groups of the two cohorts differed significantly ($p @ 0.05$) in that a greater proportion of the K-71 cohort was found above the expected level and the proportion at the expected level was correspondingly lower. As mentioned earlier, there were some differences in the composition of both immersion and English groups for the two years. There may also have been some administrative changes related to both acceleration and deceleration.

TABLE 3

GRADE PROGRESS OF K-74 AND K-71 COHORT STUDENTS STILL IN OTTAWA OR
CARLETON SCHOOLS, OCTOBER 1983 AND OCTOBER 1980

Grade level	Number of students from original group			
	K-71 cohort		K-74 cohort	
	Immersion	English	Immersion	English
Special education	2 (1%)	7 (3%)	2 (1%)	65 (7%)
Grade 6 or 7	2 (1%)	11 (5%)	2 (1%)	19 (2%)
Grade 8	40 (14%)	45 (20%)	23 (7%)	171 (19%)
Grade 9	224 (81%)	149 (65%)	264 (83%)	662 (73%)
Grade 10 or 11	11 (4%)	24 (10%)	29 (9%)	54 (6%)
Total still in system	279	236	320	971*

* For 15 students the grade level was unknown.

Transfers from Early Immersion

The transfer group of the K-74 cohort consists of 171 students who had left the kindergarten-entry immersion program and were in some other program in Ottawa or Carleton Board schools in October 1983. This group includes 151 students in the regular English program in grades ranging from 7 to 10 and some in high school bilingual or special French programs which they have entered from a program other than early immersion. Students who joined Grade 9 special French programs after remaining in early immersion to the end of Grade 8 have not been classified as transfers. The total group included 14 students who had lived out of the area for some time and joined the English program very soon after their return.

Grade placement. Table 4 compares grade and program of the transfer groups from the two cohorts with those of the corresponding initial English groups. The original English group of the K-74 cohort who were in special education in October 1983 includes 44 students at the secondary level. For the K-74 cohort, a significantly lower proportion of the transfer than

of the English program group was below expected grade level in October 1983 ($p @ 0.01$), but no such difference had been found for the K-71 cohort. In the K-71 cohort there was a significantly greater proportion at or above the expected grade level in the immersion group as compared with the transfer group, but such differences were not found in the K-74 cohort. The data in Table 4 also show that there was a significant difference between the transfer groups from the two cohorts with respect to grade placement ($p @ 0.01$).

TABLE 4
PROGRAM LOCATION OF TRANSFER AND INITIAL ENGLISH GROUPS OF K-74 AND
K-71 COHORTS, OCTOBER 1983 AND OCTOBER 1980

Grade and program	Number of students from group			
	K-71 cohort		K-74 cohort	
	Transfer	English	Transfer	English
<u>Below grade 9</u>				
Late-entry immersion	2	0	1	1
Regular English program	30	56	22	189
Special Education	2	7	2	65
	<u>34</u>	<u>63</u>	<u>25</u>	<u>255</u>
	(28%)	(27%)	(15%)	(26%)
<u>Grade 9</u>				
High school bilingual program	7	10	9	53
High school special French	3	0	3	4
Francophone high school	0	0	1	0
Regular English program	73	139	115	605
	<u>83</u>	<u>149</u>	<u>128</u>	<u>662</u>
	(69%)	(63%)	(75%)	(76%)
<u>Grade 10</u>				
High school bilingual program	0	5	3	1
High school special French	0	0	1	0
Regular English program	3	19	14	53
	<u>3</u>	<u>24</u>	<u>18</u>	<u>54</u>
	(3%)	(10%)	(10%)	(5%)
Level unknown	0	0	0	15
				(2%)
Total still in system	120	236	171	986

Time of transfer. Table 5 shows the relationship between the grade level reached in October 1983 and the time of transferring from the early-entry immersion program. This table includes only students in a regular English or special education program as of October 1983 and not those transfer students who had returned to a program emphasizing French instruction. However, the table does include 17 students who had left the Ottawa or Carleton Boards for some period. Three of them departed temporarily after transferring to an English program, and the other 14 entered an English program when returning to the area. For these 14, time of transfer was taken to be the time of leaving the area; it is not known what program they followed while outside the Ottawa and Carleton Boards.

For the K-74 cohort, no significant relationship was found between the time of transfer and the proportion of the students shown in Table 5 who were below or above the expected grade level. In the K-71 cohort, however, a significantly higher proportion of the students who left immersion during Grades 1 and 2 were below expected grade level by their tenth year in school (Bonyun, 1981).

TABLE 5
GRADE LEVEL BY TIME OF TRANSFER FOR K-74 COHORT STUDENTS IN AN ENGLISH PROGRAM AS OF OCTOBER 1983

Time of transferring	Number of transfer students		
	Below grade 9	Grade 9	Grade 10
During or end of kindergarten	6	30	0
During or end of grade 1 or 2	8	21	2
During or end of grade 3 to 6	7	39	7
During or end of grade 7 to 9	3	25	5
Total no. of transfer students	24	115	14

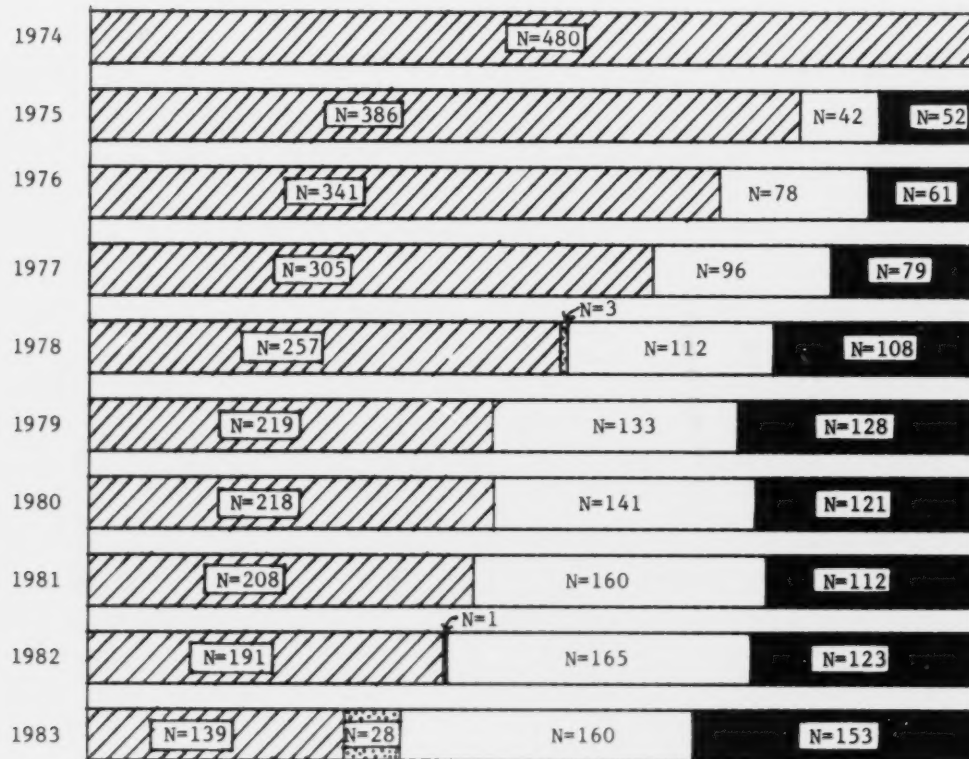
Table 6 presents information on the immersion group of the K-74 cohort in a somewhat different manner. For the fall of each year from 1974 to 1983, it shows the number of students who were in the various programs available in the Ottawa and Carleton Boards and the number of students classified as "departures", that is, those who were no longer at schools under these two boards. "Other French" includes one student who was at an Ottawa Board francophone high school in the fall of 1983, as well as students following the "Special French" program and three who were in an extended French program offered by the Carleton Board in the fall of 1978. The special education subgroup includes one child in a limited vision class between Grade 1 and Grade 6. The same information is shown graphically in Figure 1.

TABLE 6
DISTRIBUTION OF K-74 IMMERSION GROUP AMONG VARIOUS PROGRAMS,
OCTOBER 1974 TO OCTOBER 1983

Expected grade level	Year	Number from immersion group of K-74 cohort						De- part- ures
		French immersion		Bil. h.s.	Other French	Eng- lish	Sp. Ed.	
		Early	Late					
K	1974	480						
1	1975	386				50	2	42
2	1976	341				53	8	78
3	1977	305				72	7	96
4	1978	257			3	98	10	112
5	1979	219				119	9	133
6	1980	206	12			114	7	141
7	1981	189	19			105	7	160
8	1982	163	16	12	1	118	5	165
9	1983	2	1	136	28	151	2	160

FIGURE 1

STUDENTS IN IMMERSION AND ENGLISH PROGRAM AND DEPARTURES,
K-74 COHORT IMMERSION GROUP, 1974 to 1983



 Immersion: including students in early-entry immersion only from 1974 to 1979, students in both early- and late-entry immersion in 1980 and 1981, and students in a bilingual high school program as well as in early- and late-entry immersion in 1982 and 1983

 Other French, including Extended French and Special French

 Departures

 English program, including some students in Special Education classes from 1975 to 1983

It may be seen that the greatest change in the size of the early-entry immersion group occurred between Kindergarten and Grade 1, when over 90 children left the program, either to transfer to English classes or to attend schools outside the Ottawa and Carleton Boards. For the next four years, the group remaining in immersion decreased by about 40 students per year, including some who transferred to English enrichment classes at the Grade 5 level. Decreases in the size of the early-entry group were relatively small between Grade 6 and Grade 8; part of the drop in 1982 may be accounted for by students who were above grade and moved to a bilingual high school program at that point. By 1983, most of these students were in a program emphasizing French at the high school level.

The combined group of children who transferred from early immersion to the English program or to special education showed a gradual growth from the initial group of 52 students in 1975 to 128 pupils in 1979. The decrease in size of this group in the subsequent two years can be partly accounted for by students joining a late-entry immersion program at that level. In Grade 9 the transfer group again increased in size as students opted, for one reason or another, not to continue in a program emphasizing French at the high school level.

Variations of Student Pathways

Throughout the ten years during which their progress has been monitored, students in the K-74 cohort could follow a wide variety of pathways. Some indication has already been given of the scope of immersion, enrichment, and special education programs offered in the schools of the Ottawa and Carleton Boards. Mention has also been made of students who left the region for a period of time and later returned to either the same or a different program. Thus even a group of students who began in the same program in kindergarten and found themselves in the same grade and program in the fall of 1983 could have arrived at this destination by a number of different routes. In this section of the report, the pathways of two subgroups of the initial immersion group of the K-74 cohort will be illustrated by diagrams similar to those given for the K-71 cohort in the Eighth Annual Report or Working Paper 137 (Morrison *et al.*, 1981; Bonyun, 1981).

The first subgroup of the K-74 cohort to be considered includes only those 122 students who began immersion in Kindergarten in the fall of 1974 and were in Grade 9 in a bilingual high school program in the fall of 1983. Figure 2 shows the number of students from this

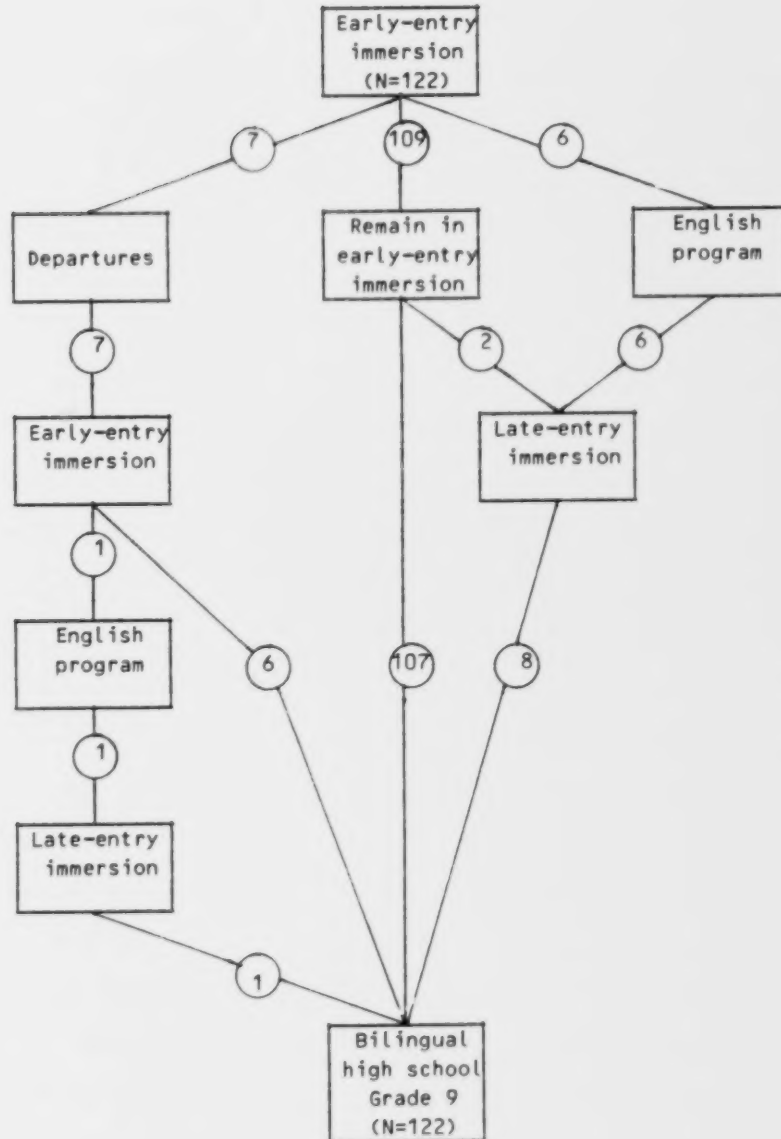
group who followed each of several pathways. It must be remembered that this figure shows only the sequence of programs through which students passed, not the grade level nor amount of time at each stage.

Between Kindergarten and Grade 9 about 5 per cent of the 122 students in this group had moved from schools of the Ottawa or Carleton Boards for a period ranging from several months to two years. All of these students who left the system temporarily returned to the early immersion program, although one of them moved soon after to the English program and ultimately to a late-entry immersion program before entering the bilingual high school. Six students who transferred to an English program also eventually arrived at the bilingual Grade 9 program, all of them after being in late-entry immersion classes.

FIGURE 2

PATHWAYS OF K-74 COHORT STUDENTS BEGINNING IN IMMERSION AND REACHING
GRADE 9 IN A HIGH SCHOOL BILINGUAL PROGRAM IN OCTOBER 1983

Note: Numbers in circles show the number of students following that pathway.



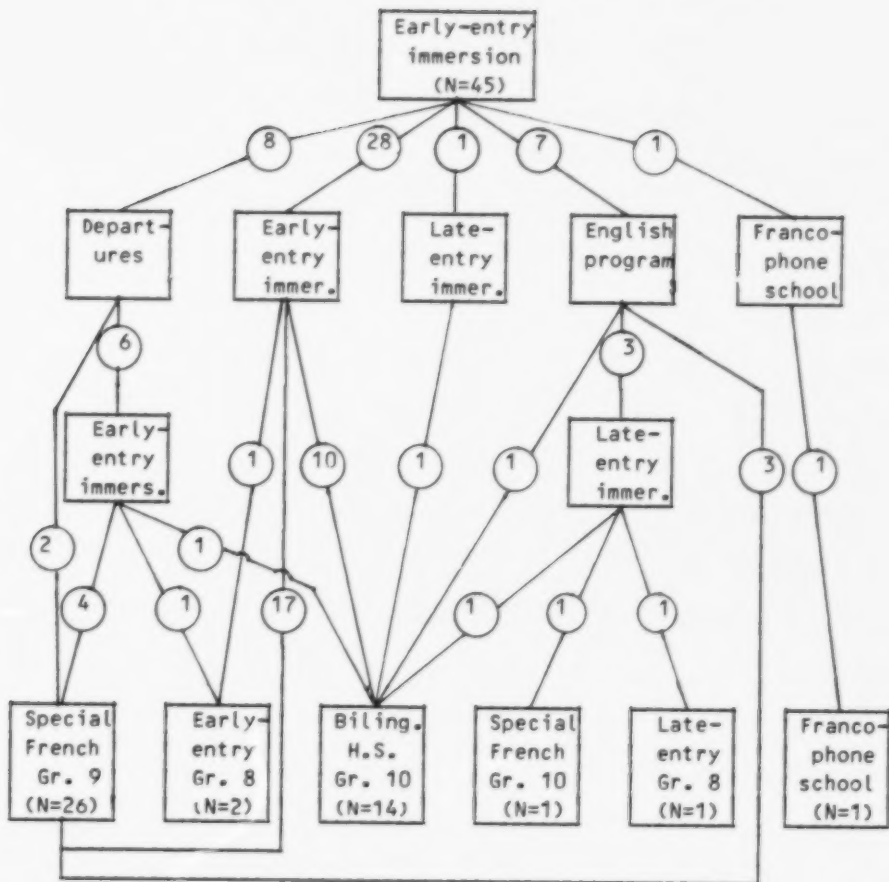
The second subgroup of the K-74 immersion group includes 45 students who were in a program emphasizing French instruction in the fall of 1983 other than those in a bilingual program at the Grade 9 level. Figure 3 shows the pathways followed by these students. The largest subgroup shown in this figure consists of 26 students in Grade 9 special French. A total of 11 students had remained in their original program throughout the years from 1974 to 1983, but had advanced or been held back for a year. Combining Figures 2 and 3 would give an indication of the complexity of the pathways taken by the 167 students from the K-74 immersion group who were in a program emphasizing French in the fall of 1983.

Pathways for the 153 students from the immersion group who were in regular English or special education classes in the fall of 1983 are too complex to be easily illustrated by a similar figure. However, it will be recalled from Table 3 that 22 of them were below and 14 above the expected grade level at that time. A total of 14 students had left the schools of the Ottawa or Carleton Boards for some period, either before or after transferring from the early-entry immersion program; most of this group were in Grade 9 or 10 in the fall of 1983. Seven from the group of 153 students had spent some time in special education programs and three had been in late-entry immersion.

FIGURE 3

PATHWAYS OF K-74 COHORT STUDENTS BEGINNING IN IMMERSION WHO WERE
IN OTHER PROGRAMS EMPHASIZING FRENCH IN OCTOBER 1983

Note: Numbers in circles show the number of students
following this pathway.



New Entrants to Early Immersion

A total of 242 students joined Ottawa early immersion classes at the expected level of the K-74 cohort. Of these, 33 were part of the original cohort in the regular English program who entered immersion during Kindergarten or at the beginning of Grade 1. The backgrounds of the other 209 students varied; some had been in immersion but had advanced or been held back a grade at their own schools, while others came from immersion classes in the Carleton Board. Still others came from local English or French separate schools or from outside the area. It is not usually known what program students from outside the Ottawa and Carleton Boards were following prior to joining the cohort, but immersion programs were certainly available to some. Table 7 summarizes the time of entry to the cohort and the previous location of these 242 children.

Comparison with the new entrants to the K-71 cohort, who were described in the Eighth Annual Report or Working Paper 137, will show that the new entrant group associated with the K-74 group was almost twice as large as the earlier one. As early immersion became more widely available, more students from English programs in Ottawa and Carleton appear to have transferred into immersion in Grade 1 or 2. Moreover, changes in the definitions of the two cohorts have meant that students moving from Carleton to Ottawa early immersion classes at the level of the K-74 cohort have been classified as new entrants, whereas such students were part of the original immersion group of the K-71 cohort. Finally, twice as many students in the later cohort coming from outside the Ottawa-Carleton area were placed in immersion classes.

TABLE 7

PREVIOUS LOCATION AND TIME OF JOINING COHORT FOR NEW ENTRANTS
TO EARLY IMMERSION OF K-74 COHORT, JUNE 1975 TO JUNE 1982

Previous location	Number of students entering				Total
	Oct. 74- June 76	Oct. 76- June 78	Oct. 78- June 81	Oct. 81- June 83	
Ottawa or Carleton English program	36	1	2	0	39
Carleton immersion	10	12	10	6	38
Ottawa late-entry immersion	na	na	1	0	1
Accelerated within immersion	0	0	5	0	5
Repeated grade(s) in immersion	6	9	0	0	15
Local Eng. separate/private school	10	9	2	0	21
Local Fr. separate/private school	3	4	3	4	14
Outside Ottawa-Carleton Boards	29	25	20	12	86
Unknown	0	15	5	3	23
TOTAL	94	75	48	25	242

Table 8 shows the grade and program location of the new entrants to the K-71 and K-74 early immersion groups in the fall of 1980 and 1983 respectively. It may be seen that 70 per cent of the K-74 new entrants remained in the system at that time; this is similar to the corresponding proportion for the K-71 cohort. It should be noted that the proportion of the whole group of new entrants which departed from the system is not comparable to the corresponding figures for the original cohort groups, since the new entrants had not been in the system for the full ten years during which students have been traced.

In October 1983, nearly two thirds of the 170 K-74 new entrants who remained in the system were in a program emphasizing French. This proportion is significantly less than the corresponding figure for new entrants to the K-71 cohort ($p @ 0.001$). It will be recalled (Table 2) that a significant difference also existed for retention in French programs between the immersion groups of the K-71 and K-74 cohorts.

TABLE 8

GRADE AND PROGRAM OF NEW ENTRANTS TO THE IMMERSION K-74 AND K-71
COHORT, OCTOBER 1983 AND 1980

Program emphasis	Grade	Numer of new entrants	
		K-71 cohort	K-74 cohort
<u>French instruction</u>			
Early immersion	8	1	3
High school bilingual program	9	57	80
	10	0	4
High school special French	9	19	19
	10	2	0
Francophone school	9	<u>3</u>	<u>3</u>
Total in French programs		82 (64%)	109 (45%)
<u>English instruction</u>			
Regular English program	7	0	2
	8	1	9
	9	12	40
	10	<u>0</u>	<u>10</u>
Total in English programs		13 (10%)	61 (25%)
Total still in system		95 (74%)	170 (70%)
Departures/unknown		34 (26%)	72 (30%)
Total in group		129 (100%)	242 (100%)

Late-entry Immersion

The 1980 Grade 6 cohort. Another entry point to a French immersion program was available for students who had entered Kindergarten in 1974. The late-entry immersion program in Ottawa begins with totally French instruction in Grade 6, followed by half-English and half-French in each of Grades 7 and 8.

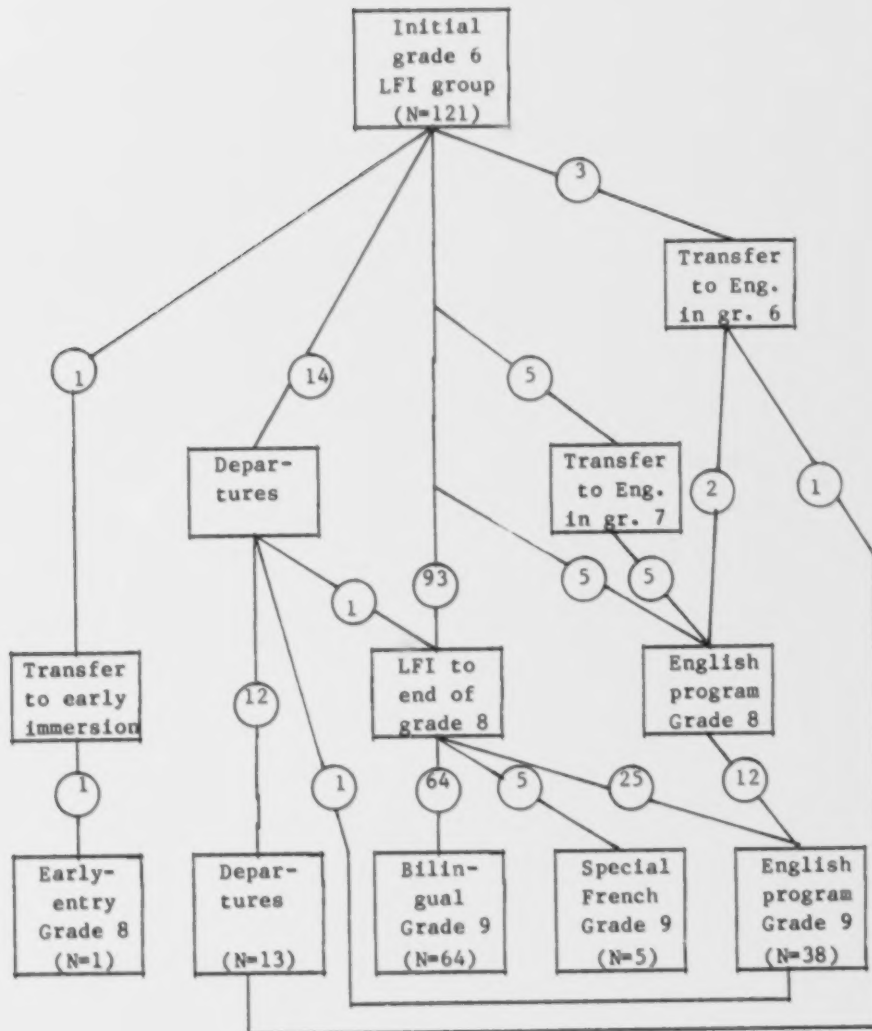
A total of 121 students (one class in each of five schools) started the Ottawa late-entry immersion program at the Grade 6 level in the fall of 1980. This group included 52 students from the original English group who entered at the expected grade level of the cohort. Another 10 of these students had been part of the original immersion group of the K-74, beginning immersion at the Kindergarten level in Ottawa in the fall of 1974; they have already been included in Figures 2 and 3 earlier in the report. Two of the ten had been out of the area for some time in the intervening years, while the other eight had transferred to the regular English program before joining the late-entry group.

By the spring of 1983, 93 or 77 per cent of the 121 students remained in late-entry immersion class at the Grade 8 level, the remainder of those still in the area having moved to an English class or to the early immersion stream. Figure 4 shows the pathways taken by this group of 121 students from the time they entered immersion in Grade 6 up to October 1983 when their expected level was Grade 9. By October 1983, 108 students remained in the area, 70 of them (65 per cent) in a program emphasizing French instruction and the remainder in an English program.

FIGURE 4

PATHWAYS OF STUDENTS ENTERING GRADE 6 IMMERSION IN OTTAWA IN THE FALL OF 1980

Note: Numbers in circles show the number of students following the pathway.



New entrants to the 1980 Grade 6 cohort. A total of 32 students joined the late-entry immersion classes in their second or third year. Table 9 shows the October 1983 location of these new entrants to the program according to their time of entering. Of the eleven students who entered at Grade 8, three came from early immersion, three from a Carleton Board late-entry program, while others had attended school outside the country. One of those who entered at Grade 7 had also been in an early immersion program. Sixty per cent or more of the late entrants at any one grade level remained in a program emphasizing French instruction by the beginning of their Grade 9 year.

TABLE 9
FALL 1983 LOCATION OF NEW ENTRANTS TO THE 1980 GRADE 6
LATE-ENTRY IMMERSION COHORT BY TIME OF ENTERING

Time of entering	No. of students in program in fall 1983				Total
	Grade 9 bilingual	Grade 9 Sp. Fr.	Grade 9 English	Depart- ures	
Grade 6: 1980-81	2	0	0	0	2
Grade 7: 1981-82	11	0	5	3	19
Grade 8: 1982-83	6	2	3	0	11
Total new entrants	19	2	8	3	32

Comparison with other cohorts. Table 10 shows a comparison of retention rates up to the end of Grade 8 for Ottawa late-entry immersion cohorts entering Grade 6 in the fall of 1973, 1974, 1977, and 1980. The 1973 group was the first cohort of late-entry immersion in this board, while the 1980 group is the one shown in Figure 5. The number of students entering the late-entry immersion classes rose sharply in the first few years. For the two earlier groups shown in Table 10, the early-entry program was not available at the same grade levels. For the period between 1977 and 1980 there was a decline of nearly 50 in the number of students joining late-entry immersion. A few students in the 1977 and 1980 cohorts moved from the late to the early immersion stream. No significant differences were found among these four

late-entry cohorts in the proportions continuing in immersion, transferring to the English program, or leaving the system as of the end of Grade 8.

TABLE 10
RETENTION UP TO THE END OF GRADE 8 FOR OTTAWA STUDENTS ENTERING
IMMERSION IN GRADE 6 IN THE FALL OF 1973, 1974, 1977, AND 1980

Year of starting FI in grade 6	Per cent in program at end of grade 8				Total starting in grade 6
	Late- entry	Early- entry	English program	Out of system	
1973	75	na	18	7	55
1974	74	na	16	10	180
1977	74	2	14	10	170
1980	78*	1	10	11	121

* One student had been out of the area for a year but returned to late-entry at grade 8

The preceding sections of this report have presented longitudinal data for the K-74 cohort and associated groups, giving information about final grade and program location and pathways followed for groups of students who began in the same program in a given year. For several additional groups, data are available pertaining to the choices made at the time of the transition from elementary to secondary school. In this section, information is presented about the type of Grade 9 program entered by four groups of students in Ottawa late- or early-entry immersion Grade 8 classes. A second section gives information about the elementary school background of Grade 9 students in an Ottawa bilingual program.

Destination of Grade 8 Students from Immersion Programs

Table 11 shows the Grade 9 destinations for the total group of students in Grade 8 immersion classes in 1977, 1979, 1980, and 1983; students who have left the board are not included in this table. It will be remembered that the 1983 groups include many members of the K-74 cohort. During this period, the early immersion group almost tripled in size while the size of the late-entry groups decreased by almost 40 per cent as the early immersion program became more widely available.

It may be seen in Table 11 that, in the three earlier years, about half the students from late-entry immersion who remained in the system moved on to a bilingual high school program, while in 1983 the proportion was 63 per cent. Another 20 per cent of the 1979 and 1980 late-entry groups were taking a "special French" course designed to be suited to the level of former immersion students and sometimes including one other subject taught in French. Altogether about 70 per cent of late-entry students from the three later cohorts chose to continue in one of these high school programs emphasizing French instruction.

TABLE 11

DESTINATION OF STUDENTS COMPLETING OTTAWA GRADE 8 IMMERSION CLASSES
IN 1977, 1979, 1980, AND 1983

Year	Grade 8 program	Per cent in grade 9 program			Total in group
		Bilingual	Special Fr.	English	
1977	Late-entry	52	na	48	197
1979	Late-entry	51	18	31	180
	Early-entry	60	33	7	82
1980	Late-entry	51	20	29	137
	Early-entry	77	16	7	163
1983	Late-entry	63	6	31	123
	Early-entry	72	16	12*	232

* Includes two students who were repeating grade 8 in the regular English program.

Close to 90 per cent of each of the three early-entry immersion groups entered a high school program emphasizing French. These proportions are significantly higher than the corresponding proportion of the late-entry groups choosing such programs. Of the early-entry students joining a high school program emphasizing French, more of the 1979 than of the 1980 or 1983 groups chose "special French" rather than the bilingual program. This may be related to the fact that different elementary schools were involved after 1979 and different programs were available at the local high schools.

Previous Program of Grade 9 Bilingual High School Students

Another way to look at the situation is to consider the Grade 8 location of all students in a Grade 9 bilingual program. Data from Ottawa Grade 9 groups for 1977, 1980, and 1983 are presented in Table 12. It must be remembered that in the first of these years there was no early immersion group completing Grade 8. In the years shown the small group entering Grade 9 bilingual high school programs from an Ottawa or Carleton Board core French program became even smaller, although in the earlier years of the bilingual high school program, when neither early- nor late-entry immersion was generally available, there was a considerable group of such students. It is also likely that changes in the programs offered by the separate school

boards have resulted in changes in the background of students entering the Ottawa Board's bilingual high school program from these sources.

TABLE 12
GRADE 8 PROGRAM OF STUDENTS IN AN OTTAWA GRADE 9 BILINGUAL PROGRAM
IN 1977, 1980, AND 1983

Program in grade 8	Number of students in grade 9 bilingual program		
	1977	1980	1983
Early immersion, Ottawa or Carleton	na	125	170
Late-entry immersion, Ottawa or Carleton	103	68	77
English program, Ottawa or Carleton	18	11	2
English school, Separate Board	0	22	36
French-language schools	30	9	14
Other/unknown	20	6	21
Total in grade 9 bilingual program	171	241	320

This report has presented data pertaining to the tracing of students as they have progressed through immersion programs in the Ottawa and Carleton Boards of Education. The main group whose progress is described consists of students who entered Kindergarten in Ottawa Board schools in October 1974. By the fall of 1983, the majority of this cohort had reached Grade 9 and the first section of this report shows the grade and program location of the students who were originally in the K-74 cohort. Later sections deal with students who joined either early or late immersion at the expected level of this cohort.

About two-thirds of both immersion and English groups remained within the Ottawa or Carleton Boards; also, about half the original immersion group who stayed within the boards was still located in a program emphasizing French instruction. A higher proportion of the original immersion group than of the English group was at the expected grade level, with a smaller percentage below that level.

Students who had left the early immersion program constitute a group of special interest. A significantly lower proportion of this transfer group than of the English group of the K-74 cohort was below the expected grade level in October 1983.

Diagrams are used to show the extremely varied pathways of several groups of students, including subgroups of the initial immersion group who were in a bilingual program at the expected level in October 1983 and those who were in other French programs. Longitudinal data on the number of students in various programs for each year from 1974 to 1983 are presented in both tabular and graphic form.

Another group identified in this report consists of those students from outside the cohort who joined the early immersion stream at the expected level of the K-74 cohort. By the beginning of Grade 9 there were 170 of these students still in the system, about two-thirds of them in a program emphasizing French instruction.

Students in the Ottawa Board who were in the K-74 cohort had the option of entering late-entry immersion at the Grade 6 level, and the progress of this group, which included mainly students from the English program, was also examined. By the fall of 1983 about

two-thirds of those who remained in the area were at the Grade 9 level in a program emphasizing French instruction.

Between 1979 and 1983 about 70 per cent of the late-entry immersion students in Ottawa Grade 8 classes proceeded to a high school program emphasizing instruction in French. The percentage of Ottawa Grade 8 early immersion students who opted to join a bilingual Grade 9 program was significantly higher in 1979, 1980, and 1983 than that for the late-entry group.

Where possible the grade progress and program placement of the K-74 cohort has been compared with that of the K-71 group, which had been studied earlier. Some of the differences found may have been related to the fact that the earlier group was the first large group in the system to enter immersion at the Kindergarten level, while others reflect changes in the availability of different types of programs. The monitoring of the progress of the K-71 and K-74 cohorts has provided an aspect of the evaluation of immersion programs in Canada which would be difficult to find elsewhere and one which has provided useful information for those involved in the administration of these programs in Ottawa and in other locations.

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RELATED WORKING PAPERS

- Working Paper 128. An Examination of Two Cohorts of Students who Have Transferred from Primary-entry Immersion Programs in Ottawa and Carleton. December 1979.
- Working Paper 136. Student Tracing: The K-71 and K-74 Cohorts. November 1980.
- Working Paper 137. Primary- and Late-entry French Immersion Students Reach High School. November 1981.